

Study of the Relationship between Self-Esteem and the English Learning Achievement of Students at SMU Advent Klabat Manado

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ABSTRACT

The study sought to find out the significant relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado and to know whether it was high or low. Furthermore, this study was also to find out whether there is significant difference between males and females in their level of self-esteem.

The subjects of this study were the second-year students of SMU Advent Klabat Manado. There were 50 students who were chosen randomly to become the sample. They were 26 female students and 24 male students. The data were obtained from a self-constructed questionnaire based on Coopersmith's concept of self-esteem.

To answer the main problem of this study, the Pearson r Product Moment Coefficient Correlation formula was used. The result indicated that there is significant relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado. Therefore, the null hypothesis which said there is no significant relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado, was rejected. Moreover, the results showed a significant difference between males and females in their level of self-esteem.

It was recommended that English teachers at SMU Advent Klabat Manado should explore more possibilities of serving the students in learning English particularly by cultivating their self-esteem, for it will significantly contributed to their achievement in English. Moreover, English teachers of SMU Advent Klabat Manado should treat the male and female students differently. Since the female students have higher self-esteem than the male, so male, especially, should be encouraged to cultivate their self-esteem so they will gain higher achievement in English. On the other hand, students need to appreciate themselves, and their own ability as the gift of God, for the self-esteem they have contributed to or increase their ability to learn the English language. A study with a broader sample should be done for further study using a similar methodology and instrumentation. Furthermore, future research should replicate this study using other levels such as elementary, junior high school, and college.

Key words: Self-esteem, English learning, Achievement

INTRODUCTION

Persons in all corners of the world are willing to learn English, since it has important roles. Its part in life is inseparable, for wherever a person goes, English will be found from advertisements to banners on the road. Furthermore, English has been implemented as an official subject in the classroom (Katemba & Sitompul, 2018). In Indonesia, English is viewed not only as an indispensable vehicle of access to scholarly disciplines but also as a medium for international communication. In the case of Indonesians, there is a high level of acceptability and tolerance of the use of English. The teaching of English in the school curriculum is given a higher priority over all other foreign languages in the school systems. Thus, the teaching of English as a Foreign Language (EFL) is in fact compulsory (Katemba 2013) so, students need to learn English.

Learning is a process. According to Smith (2017) learning is “the acquisition of new knowledge or skills through teaching, experience or study. It is a transformative process in which the understanding of new information can lead to changes in a person’s behaviour or perception of the world around them.” In the process of behaviour change, a behavioural tendency will be influenced by 2 factors, personal factor and social factors (Gifford & Nilsson, 2014; Alrabai, 2017; Ananda, 2017). These factors will influence in some way the results of reinforced practice.

In learning a language, personality factors will be the important factors to be considered by the language learner. They are the factors within a person that contribute greatly to the success of language learning. It is necessary to examine human personality in order to find solutions to language learning problems. Consequently, people must be aware of the important roles of the affective domain in learning and teaching a language such as English. In other word, whether teachers or students, they would not only consider the cognitive factors while omitting the most fundamental side of human behavior.

As we know, in learning English there are basic skills that needed to be mastered, such as listening, speaking, reading, and writing. In order to gain better achievement of the skills, attention to the affective domain is needed. This includes many factors, such as, self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion.

Self-esteem is a part of the affective domain found in human behavior that is related to the language learning. Brown (1994) noted that, “it could easily be claimed that no successful cognitive or affective activity could be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.” In other words, one’s personal judgement of himself will determine one’s success in doing the activity. Nevertheless, this factor is practically neglected in teaching, and learning English.

Statement of the problem

The purpose of this study is to seek the relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado.

To be more specific, this study seeks to find answers to the following questions:

1. Do the students of SMU Advent Klabat Manado have high or low self-esteem?
2. Do the students of SMU Advent Klabat Manado have high or low achievement?
3. Is there any significant difference between male and female students at SMU Advent Klabat Manado in their level of self-esteem?
4. Is there any significant relationship between self-esteem and English learning achievement of the students at SMU Advent Klabat Manado?

Basic Assumption

One of the problem that needs to be paid serious attention is the lack of ability in English. The reality leads the researcher to assume that there is a great contribution of self-esteem in English achievement of students at SMU Advent Klabat Manado. It is also assumed that the students can have better achievement in English by cultivating their self-esteem.

Null hypothesis

- Ho1. There is no significant different between male and female students at SMU Advent Klabat Manado in their level of self-esteem.
- Ho2. There is no significant relationship between self-esteem and the English learning Achievement of students at SMU Advent Klabat Manado.

Delimitation of the Study

The study is focused on the relationship between self-esteem and English learning achievement of students. The population was limited to 50 students. They were the second year students of SMU Advent Klabat Manado.

Significance of the Study

To date, no study has been conducted on the relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado. Therefore, it is hope that the results of this study will be a great significance to the English teachers of SMU Advent Klabat Manado in developing their students' ability to learn English.

Moreover, it is expected that this study can be a source of information for the teachers in encouraging the students to have high self-esteem, so that they will gain higher achievement in English.

Related Literature

Coopersmith (1967) gave the clear concept of self-esteem as follows: By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself, it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself. It is subjective experience, which the individual conveys to others by verbal reports and other overt expressive behavior.

This idea is expanded by Zimbardo (1980) who says that once we think highly to ourselves and have positive self-esteem, negative feedback is explained away or treated as an exception to the rule. On the other hand, once we have developed ; low self-esteem, positive feedback does little to change it because it is seen as the exception; whereas, any failure or bad experience is readily accommodated as “expected” evidence.

According to Steward et al (1988), self-esteem reflects children’s mastery of development tasks, their performance on schoolwork, and their success in solving problems. They add that it also derives in part from other people’s reactions to them and their achievements.

Brown, in his book *Principles of Language Learning and Teaching* (1994) divided self-esteem into three levels: 1) Global self-esteem, which is thought to be relatively stable in a mature adult, and is resistant to change except by active and extended therapy; 2) Situational or specific self-esteem, is one’s appraisal of oneself in certain life situations, such as social interaction, work, education, home or on certain relatively discretely defined traits-intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and flexibility; 3) Task self-esteem, relates to particular tasks within a specific situation. For example, within the educational domain a self-esteem task might refer to particular subject matter areas.

Gardner and Lambert (1972) said that self-esteem appeared to be an important variable in second language acquisition, particularly in view of cross-cultural factors of foreign language learning. So, self-esteem is really needed by foreign language learner in facing cross-cultural problems, which usually occur in learning foreign language.

Snowman and Biehler (2000) states that students who score relatively high on measures of self-esteem tend to have higher-than-average grades. The fact that students with high self-esteem scores tend to have high grades is not sufficient ground for concluding that high self-esteem causes high achievement. It could be the opposite where high achievement causes high self-esteem.

Harter (in Snowman & Biehler, 2000) stated that, “The positive self-concept (high self-esteem) contributes, in turn, to feeling satisfied and pleased about one’s accomplishment, which contributes to the development of intrinsic motivation. Such

students are likely to be curious about many things, to find school work interesting, and to prefer moderately challenging tasks.”

Esptein (in Goleman, 1985) had the same opinion as Harter. He said that, “People with high self-esteem, in effect, carry within them a loving parent who is proud of their successes and tolerant of their failures. Such people tend to have an optimistic view about life, and to be able to tolerate stress without becoming excessively anxious. Although capable of being disappointed and depressed by specific experiences, people with high self-esteem recover quickly, as do children who are secure in their mother’s love.”

According to Stotland and Hillmer (in Babladelis & Adams, 1967), “Low self-esteem persons give a lower evaluation of their performance when they learn that the person whom they have identified did poorly on a like task, but do not adjust their self-evaluation correspondingly when told that a person with whom they have identified did well.”

The meaning of achievement according to The Random House Dictionary (1968) is, “something accomplished, as by superior ability, special effort, or great valor.”

The Glorier International Dictionary (1981) gives a similar concept about achievement. It is something that has been accomplished successfully, especially by means of exertion, skill, practice, or perseverance.

Gage & Berliner (1984) said that, “Achievement is the result of an active learning process helped along by instruction and educational activity.

Since there are different concepts of achievement, it can be concluded that achievement is the result of an active learning process helped along by instruction and educational activity, especially accomplished by means superior ability, exertion, special effort, skill, great valor, practice or perseverance.

Related Study

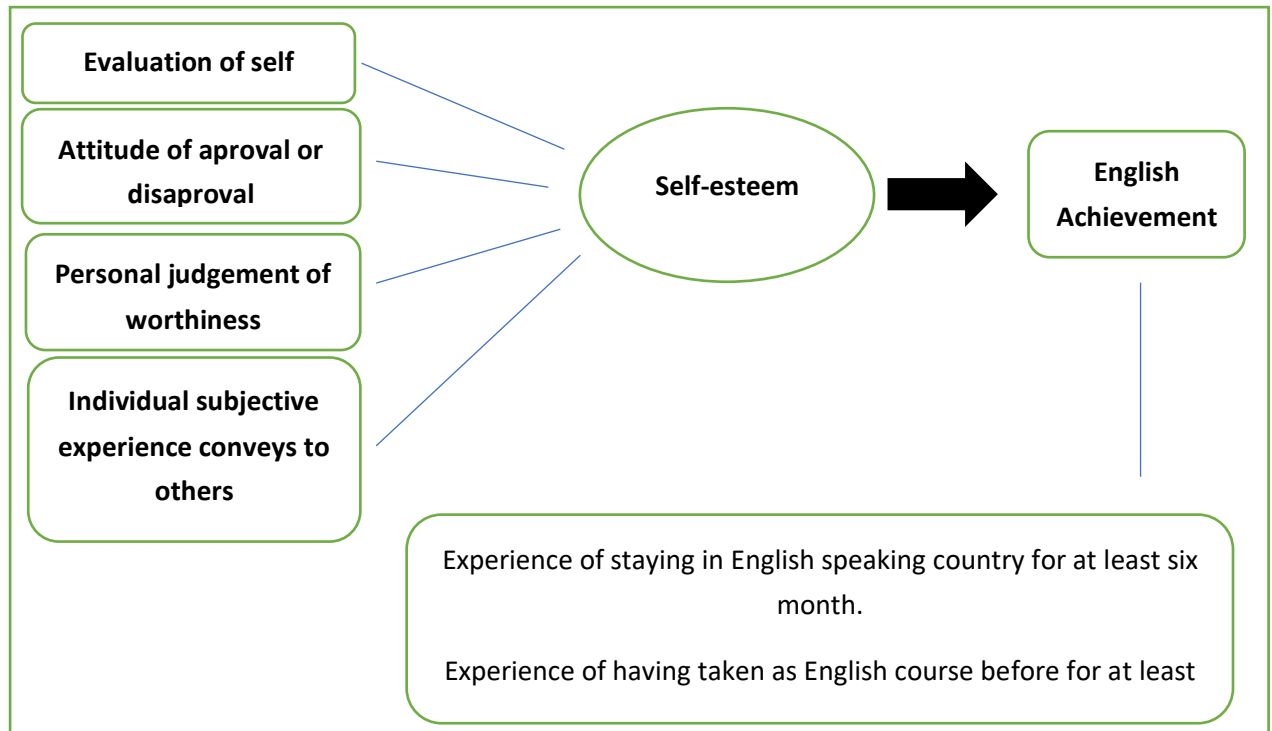
Buss (1973) has developed a unique model for looking at talking about self-esteem. He found that females are thought to be more sensitive to affectional relationships as the path way to self-esteem. According to his findings males usually achieve self-esteem through success in their vocations or competition in a wide variety of activities. Although Buss does cite experimental evidence for such gender differences, it seems likely that individual males and females may differ widely from this social expectation.

Another study conducted by Coopersmith (1967) showed that boys with high self-esteem were more independent and creative than those with lower self-esteem, outspoken, and likely to express their opinions, and better at talking criticism.

In one study, Bechman and O’Malley (in Steward et al. 1988) traced the connection between boys’ self-esteem and their success in the school and work. They found that boys with high grades in school later had higher self-esteem.

Conceptual Framework

The framework below shows that self-esteem affects the achievement of students in learning English. It is based on Coopersmith concept on self-esteem.



Method of Research

The method used in this study was the Descriptive Survey Method. According to Seaman (1987), a descriptive survey can accurately describe the characteristics of an individual, group or situation. This method was used to find out whether there is a relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado.

Description of Population

There were fifty respondents in this study. Twenty-six were female students and twenty-four were male students. They were second year students of SMU Advent Klabat Manado. The samples were those who had never had the experience of staying in an English speaking country for at least six months, and those who had never had the experience of taking English courses for at least six months.

To determine the sample, the Simple Random Sampling Technique was used. According to Cochran (1963), simple random sampling is a method of selecting a sample size out of

the populations which contains a finite number of units in which each one has an equal chance of being chosen.

Each of the students' name in population were placed in a sampling frame. The number of the students in the sampling frame was written on a piece of paper and placed into a container, mixed thoroughly, and then drawn out the numbers of name until the required number of sample is achieved.

Instrument

The instrument used in gathering the data was a self-constructed questionnaire. It was composed based on the concept of self-esteem by Coopersmith. After composing the questionnaire, the researcher consulted her advisor to obtain approval. The questionnaire consisted of 25 number of statements to obtain information about the students' self-esteem.

Procedure of Collecting Data

Before the collecting data, a permission letter was secured from the Dean of Faculty of Education of Universitas Klabat to the principal of SMU Advent Klabat Manado.

The pilot study was administered first to ten second year students at SMU Advent Klabat Manado for validation of the questionnaire. According to Cozby (1977), a pilot study is a mini experiment, which tests the procedures with a small number of subjects to learn whether the planned procedure really works before efforts are expended on the full-blown experiment. From the try-out questions, modification was made for the vague and unclear questions.

With the help of the classroom teacher, the researcher administered the questionnaire to the students. The researcher introduced herself and explained the purposes of the study. Before the questionnaire was distributed to the students, the instructions on how the questionnaire was to be done was given to the students. It took about 30 minutes for the students to answer the questionnaire. At the time they finished answering the questionnaire, the questionnaire was collected by the researcher and the classroom teacher to ensure easy retrieval of the data and to avoid lost questionnaire.

The Treatment of Data

After collecting the data, the researcher carefully examined each of the answers and responses to the five-point Likert scale. Each answer was given a tally one. Then the raw data was taken to the statistician for the computation.

Problem one.

Do the students at SMU Advent Klabat Manado have high or low self-esteem?

To answer this question, the researcher examined students' responses to the five-point Likert scale (Lambert, 1975) as follows:

5	Strongly Agree	(SA)
4	Agree	(A)
3	Undecided	(U)
2	Disagree	(D)
1	Strongly Disagree	(SD)

Problem two.

Do the students at SMU Advent Klabat Manado have high or low achievement?

In answering this question, the researcher used standard grades taken from "Laporan Penelitian Hasil Belajar Menengah Umum (SMU)" Departemen Pendidikan dan Kebudayaan Republik Indonesia, as follows:

9 – 10 Very Good

7 – 8 Good

6 Enough

4 – 5 Not Enough

1 – 3 Fail

Problem three.

Is there any significant difference between male and female students at SMU Advent Klabat Manado, in their level of self-esteem?

To measure the significant difference between male and female students in their level of self-esteem, the t-test formula (Nazir, 1988) was used as follows:

$$t = \frac{X_1 - X_2}{S_{X_1 - X_2}}$$

$$S_{X_1 - X_2} = \sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2}}$$

Where:

SS1 = Sum square from sample 1

SS2 = Sum square from sample 2

n1 = the total sample 1

n2 = the total sample 2

Sx1-sx = Standard error

Problem four.

Is there any significant relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado?

To find out the answer to this question, The Pearson r Product Moment Coefficient Correlation formula (Moh. Nazir, 1988) was used, as follows:

$$r = \frac{SP}{\sqrt{SSx - SSy}}$$

Where

SSy = Sum square from variable y

$$SP = \sum XY - \frac{(\sum X)(\sum Y)}{N}$$

$$SSx = \sum X^2 - \frac{(\sum X)^2}{N} = \sum X^2$$

$$SSy = \sum Y^2 - \frac{(\sum Y)^2}{N} = \sum Y^2$$

Where:

N = the total observation of each variable

X = (x - x̄)

Y = (y - ȳ)

X̄ = Mean of X variable

Ȳ = Mean of Y variable

Presentation, Analysis, and Interpretation of Data

This chapter presents the findings, analysis, and the interpretation of data regarding the relationship between self-esteem and the English learning achievement of the second-year students at SMU Advent Klabat Manado. Also presented here are the results on the differences between the male and female students in their level of self-esteem.

Problem One

Do the second-year students of SMU Advent Klabat Manado have high or low self-esteem? (see appendices table 1).

Table 1 showed that the mean of students' self-esteem was 3.52. According to Likert scale, Strongly Agree (SA) is above 4.55; Agree (A) is 3.56 – 4.54; Undecided (U) is 2.56 – 3.55; Disagree (D) is 1.56 – 1.55; and, Strongly Disagree (SD) is below 1.55.

So, the findings of this study revealed that the second year students of SMU Advent Klabat Manado have a high level of self-esteem.

Problem Two

Do the second-year students of SMU Advent Klabat Manado have high or low achievement in English? (see appendices table 1).

It shows that the students English achievement was 7.06, while the standard grades taken from “Laporan Penilaian Hasil Belajar Menengah Umum (SMU)” Departement Pendidikan dan Kebudayaan Republik Indonesia showed that 9 – 10 is Very Good; 7 – 8 is Good; 6 is Enough; 4 – 5 is Not Enough; 1 – 3 is Fail.

This data revealed that the students at SMU Advent Klabat Manado have high level of English achievement.

Problem Three

Is there any significant difference between male and female students of SMU Advent Klabat Manado, in their level of self-esteem? (see table 1).

The outcome of this study shows that there is a significant difference between male and female student at SMU Advent Klabat Manado in their level of self-esteem. For the obtained value of the male and female differences in self-esteem shows that $t = -6.140$, while the critical value shows $t = 2.011$. since the obtained value was lower than the critical value, the hypothesis on this problem which stated that there is no significant differences between male and female self-esteem, was rejected.

Table 1

	SE- Fem	SE-Male
Mean	3.645	3.338
Variance	0.175	0.144
Observation	26	24

Hypothesizes Mean Difference	1	
df	48	
t Stat	-6.140	
P(T<=t) one-tail	0.000	
T Critical one-tail	1.677	
P(T<=t) two-tail	0.000	
T Critical two-tail	2.011	

Critical Value (1-tail 0.01) = 1.677
 Critical Value (2-tail 0.05) = 2.011
 Degree of freedom = 48
 Number of Case = 50
 Calculated t = -6.140

Note:

The value computed for male and female difference in self-esteem is -6.140

Interpretation

This finding indicate that female students of SMU Advent Klabat Manado have higher self-esteem than the male students. As Bush (1973) stated in the previous chapter, this might be because of the individual males and females differ in emotional well-being. As a matter of fact, Bush added that females are usually more emotional and more sensitive than the males. Males tend to be more rational than females. Males usually achieve self-esteem through success in their competition in a wide variety of activities.

Problem Four

Is there any significant relationship between students' self-esteem and their English learning achievement? (See table below).

The result of this investigation showed that there was significant relationship between students' self-esteem and their English learning achievement. For the value computed for self-esteem and English learning achievement showed that $r = 0.273$, while the critical value in the area of 2 tail test of $\alpha 0.05$ showed that $r = 0.273$. Since the obtained value was the same as the critical value, therefore, the null hypotheses (H_0) which said that there is no significant relationship between students' self-esteem and their English learning achievement was rejected.

Table 2. Correlation matrix of the relationship of the student's self-esteem and their English achievement

	Self-Est. Average	Eng. Result
Self-Est. Average	1	
Eng. Result	0.273113	1

Critical Value (1 –tail 0.01)	= 0.354
Critical Value (2 –tail 0.05)	= 0.273
Degree of freedom	= 48
Number of Cases	= 50
Calculated r	= 0. 27

Note:

The value computed for the relationship between self-esteem and English learning achievement of students is 0.273.

Interpretation

Some theories have said as stated in the previous chapter that high self-esteem may causes high achievement, and low self-esteem may cause low achievement. The finding of this study indicated that students of SMU Advent Klabat Manado have high achievement and high self-esteem. This finding, therefore, might support the theories mentioned above.

Summary

The first finding shows that the students of SMU Advent Klabat Manado have high level of self-esteem. The second finding shows that the students of SMU Advent Klabat Manado have a high level of English achievement. The finding also shows very significant difference between male and female students of SMU Advent Klabat Manado in their level of self-esteem. It shows that female students have a higher self-esteem that male students. Furthermore, the outcome of this study shows that there is a significant relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado.

Conclusion

Based on the result, the researcher has concluded that the male and female students of SMU Advent Klabat Manado differ in their level of self-esteem. Female students have higher self-esteem than the male students. Consequently, the hypothesis which says that there is no significant difference between male and female students in their level of self-esteem, is rejected. However, this finding reveals that there is significant relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado. As a result, the hypothesis which says that there is no significant relationship between self-esteem and the English learning achievement of students at SMU Advent Klabat Manado, is rejected.

Recommendations

Based on the finding, it is recommended that:

- 1) English teachers of SMU Advent Klabat Manado should pay more attention to and explore more possibilities of serving the students in learning English, particularly by cultivating their self-esteem.
- 2) English teachers of SMU Advent Klabat Manado should treat the male and female students differently. Males, especially, should be given more encouragement than the female students to cultivate their self-esteem for they have lower self-esteem than the female students.
- 3) Enhancing self-esteem should be implemented in teaching and learning in the school as well as at home.
- 4) Students need to appreciate themselves, their own ability, as the gift of God, for the self-esteem they will contribute to or increase their ability to learn English language.
- 5) Further study should be done using a similar methodology and instrumentation with a broader sample. Furthermore, future research should replicate this study using others levels such as elementary, junior high school, and college.

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